

23 JUNE 1995



Personnel

TRAINING QUALITY ASSESSMENT

This instruction implements AFPD 36-22, *Military Training*. It establishes procedures and responsibilities for assessing the quality of technical training. It applies to all activities involved in managing, developing, and conducting technical training within Air Education and Training Command (AETC). Training group commanders are responsible for implementing this instruction at AETC training wings. Training groups may supplement this instruction to establish specific implementing procedures. Send copies of proposed supplements to the Policy Branch (HQ AETC/TTP) for review and approval 60 days prior to implementation.

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SUMMARY OF REVISIONS

Deletes the training evaluation report (TER) and the training quality report (TQR). Replaces the TER with the field evaluation questionnaire summary (FEQS).

1. Glossary of References, Abbreviations, and Acronyms. Attachment 1 lists references, abbreviations, and acronyms used in this instruction.

2. Purpose of Training Quality Assessment. Training quality assessment provides the basis for determining the quality of technical training and implementing a quality Air Force program.

3. Training Quality Assessment Program (TQAP). Each training group will establish a TQAP. The TQAP will include, as a minimum, internal feedback (paragraph 4), external feedback (paragraph 5), and a standardization/evaluation (stan/eval) program (paragraph 6). The TQAP will identify and track quality indicators (QI) (paragraph 7) which show the health of the organization.

4. Internal Feedback. Internal feedback is a self-evaluation to determine if training accomplishes the instructional objectives effectively. It helps commanders, supervisors, and instructors improve course and unit support; identifies outstanding instructors, facilities, and equipment; and allows students to attain a sense of participation and responsibility for improving training programs.

4.1. Each training group will establish an internal feedback program. The program should include such areas as student feedback, measurement review, attrition and washback trend analysis, student counseling, and instructional review.

4.2. Each training group will establish a student feedback program. The program is intended to obtain constructive comments on training, training environment, and base support. AETC Form 736, **Student Feedback**, may be used to obtain student comments. Encourage all students to submit feedback on any aspect of training. When possible, use end-of-course feedback to summarize recommendations from graduating students.

5. External Feedback. External feedback determines the graduate's ability to perform tasks required in the career field. In addition, external feedback indicates the need to revise training standards or courses to improve training, quality, add



technology, and (or) identifies skills and knowledge where training might be reduced. Each training group will establish an external feedback program. Areas such as occupational survey reports (OSR), subject matter expert (SME) feedback, field interviews (FI), customer service information process (CSIP), graduate assessment surveys (GAS), field evaluation questionnaires (FEQ), and field evaluation questionnaire summaries (FEQS) should be used as appropriate.

5.1. Occupational Survey Reports (OSR). Use OSRs to compare what is taught with what supervisors and SMEs state is performed in the field. Feedback from SMEs who attend utilization and training workshops (UT&W) and conduct the specialty knowledge test/career development course (SKT/CDC) compatibility critique helps ensure course content is current.

5.2. Field Interview (FI). FIs provide data on both currency and effectiveness of courses. When possible, use a structured telephone interview or video teleconference instead of an actual onsite visit to reduce use of temporary duty (TDY) dollars. Third party interviews, such as those by enlisted specialty training (EST) managers, or interviews conducted by any other technologically advanced means of direct communication may also be used. Samples of FI guides (for graduates and supervisors) are at attachment 2. Each interview should include a question on whether the interviewee would have provided the same information using a more efficient method. Any specific request for information or clarification contained on an FI response that cannot be immediately answered by the interviewer will be processed the same as a CSIP inquiry.

5.3. Customer Service Information Process (CSIP). The CSIP consists of the customer service information line (CSIL) and any other written method by which the field communicates to a training group to ask questions or express concerns or problems with training received. Track the field's concern using a locally developed template similar to attachment 3.

5.3.1. The CSIL is a direct dial telephone system by which any field user can communicate directly with his or her training group concerning training issues. Each training group will establish a dedicated phone line for such purposes and will acquire and install an answering machine for nonduty hour service of the line. Attachment 4 contains a sample answering machine message which groups may use. Groups will contact the caller to obtain all relevant information necessary to effectively answer the caller's inquiry. Groups will establish a tracking mechanism to monitor use and follow-up action of CSIP inquiries. As a minimum, the tracking mechanism should include date of inquiry, how the inquiry was

received, and satisfaction results.

5.3.2. Answers to inquiries will be provided as soon as possible, but not later than 5 workdays after contact with the caller. The person most qualified to answer the inquiry will prepare the reply. If a phone answer is appropriate, the person preparing the answer will call the requester with the reply. Answers to significant training issues or problems will be in writing. The group evaluation office will review the written replies and keep copies of these replies. Copies will also be sent to the appropriate major command (MAJCOM) Air Force specialty (AFS) EST, Second Air Force Readiness Stan/Eval (2 AF/DOR), and the Air Staff career field manager (CFM) for the AFS in question.

5.3.3. To enhance customer satisfaction, send a customer satisfaction survey to the originators of the inquiry. (A sample is at attachment 5.)

5.4. Other Written Inquiries. These will be processed the same as a CSIL inquiry.

5.5. Graduate Assessment Survey (GAS). Mail a GAS to a graduate's supervisor or trainer to arrive approximately 60 days after the graduate's arrival at the work center. (A sample is at attachment 6.) Survey 100 percent of the course graduates. Groups may add additional questions to the survey's three core questions, but the total questions will not exceed eight. Data will be retrieved and stored in a format allowing retrieval by course, Air Force specialty code (AFSC), and MAJCOM. Any specific request for information or clarification contained on a GAS response will be processed the same as a CSIP inquiry.

5.6. Field Evaluation Questionnaire (FEQ) and Field Evaluation Questionnaire Summary (FEQS). FEQs contain feedback from graduates and supervisors. FEQs summarize FEQ-identified problems. FEQs are forwarded within 30 days of identifying a trend requiring action to inform the CFM and training squadron commander.

5.6.1. When scheduling FEQs, give priority to courses where there is a concern about training.

5.6.2. Develop FEQs according to attachment 7 to simplify completion by the customer. Use AETC Form 1610, **Graduate Evaluation Response**, or another standardized computer analysis program. Request inputs from the Air Force CFMs when questionnaires are being developed.

5.6.3. Supervisors are the preferred source for evaluating recent graduates of initial skill courses. Survey graduates when a supervisory survey would not provide adequate

feedback. When both graduate and supervisor data are gathered, present the data for each separately. In supervisor questionnaires, ask for an overall rating of graduates' job performances. In graduate questionnaires, ask for a rating of overall training provided.

5.6.4. Use table 1 to determine the number of questionnaires to mail. When applicable, use a representative sample of students from each MAJCOM.

5.6.5. When mailing questionnaires, use the most direct route to the graduate's supervisor. This may be to the base EST manager. Questionnaires should be sent 4 to 6 months after graduation. Groups may vary this schedule to include shotgun surveys to all graduates within a specified period, but data should be extractable by length of time in the field. Any specific request for information or clarification contained on a questionnaire comment sheet will be processed the same as a CSIP inquiry.

5.6.6. Conduct followup actions with the mission support squadron commander or equivalent if needed to reach the minimum confidence level. Attachment 8 provides a sample forwarding memorandum; attachment 9 provides a sample followup memorandum. Achieving the desired confidence level is critical for evaluation, validity, and support of conclusions and actions in the FEQS. When the desired confidence level is not attainable, summarize the data with tentative findings and trends.

NOTE: Data should be monitored for trends. If a problem or trend requiring action is identified, generate an FEQS immediately. Do not wait until the confidence level is attained.

5.6.7. Report results according to the FEQS format in attachment 10. This format may vary to accommodate local needs. As an attachment to the FEQS, identify the items failing to meet either utilization or adequacy criteria.

NOTE: This report is exempt from reports control symbol (RCS) requirements according to AFI 37-124, *The Information Collections and Reports Management Programs; Controlling Internal, Public, and Interagency Air Force Information Collection*.

5.6.8. Training is considered adequate on a training standard item when 90 percent of those surveyed rate the training at or above the required level. Items falling below 50 percent utilization should be reviewed for retention, deletion, or alternate mode of training.

6. Standardization/Evaluation (Stan/Eval) Program:

6.1. The stan/eval program focuses on the group's success in providing graduates who meet the customers' needs. It also focuses on training managers' effective use of Air Force resources. The stan/eval program provides an internal resource for commanders to assess the quality of their organizations and take early corrective actions when required.

6.2. Each training group will establish a stan/eval program to provide meaningful information to management on the group's ability to provide quality graduates in a responsive, cost-effective, and efficient manner. Group commanders make the final determination on the structure of the evaluations, ratings, findings, and reporting procedures. Normally, stan/eval cycles should not exceed 24 months.

7. Tracking Quality Indicators (QI). Each training group will develop and track QIs to show the effectiveness of its courses. When these indicators show a deficiency, develop and implement corrective actions.

8. Interservice Training. Evaluate interservice courses according to the Interservice Training Review Organization (ITRO) Evaluation Subcommittee Procedures Manual, chapter V.

9. Use of Quality Assessment Data. Training groups will present quality assessment data to CFMs and at U&TWs as required and use this data to help develop training requirements.

10. Feedback from Career Development Course (CDC) Students. When appropriate, obtain feedback from supervisors of or students who have completed a CDC to determine its quality. Evaluate both the content covered and the ease of learning. Addresses of CDC graduates may be obtained from the Extension Course Institute (ECI) at Gunter AFB AL.

11. Responsibilities for Quality Assessment of Training:

11.1. HQ AETC/TTPP sets policy, reviews and approves implementing supplements, and helps resolve training quality assessment questions.

11.2. Second Air Force, Operations (2 AF/DO):

11.2.1. Monitors quality assessment programs for effectiveness and provides crossfeed of information between wings.

11.2.2. Reviews feedback to determine potential problem areas in training quality assessment.

Table 1. Graduate Sampling. (Notes 1 and 2)

I T E M	A	B			C	D		
	Course Graduates During Sample Period	Sample Size Confidence Level			Course Graduates During Sample Period	Sample Size Confidence Level		
		95%	90%	80%		95%	90%	80%
1	10	10	10	9	700	255	195	133
2	20	19	19	18	750	261	199	134
3	39	28	27	25	800	267	202	136
4	40	36	35	32	850	272	205	137
5	50	44	42	38	900	277	208	139
6	60	52	49	44	1,000	286	213	141
7	70	60	56	49	1,100	293	217	143
8	80	67	62	54	1,200	300	221	144
9	90	73	68	58	1,300	306	224	146
10	100	80	73	62	1,400	311	227	147
11	101	81	74	63	1,500	316	229	148
12	110	86	78	66	1,600	320	231	149
13	120	92	83	69	1,700	324	233	149
14	130	98	88	72	1,800	327	235	150
15	140	104	92	75	1,900	330	237	151
16	150	109	97	78	2,000	333	238	151
17	160	114	101	81	2,200	338	241	152
18	170	119	104	83	2,400	343	243	153
19	180	124	108	86	2,600	347	245	154
20	181	125	109	87	2,800	350	247	155
21	190	129	112	88	3,000	353	248	155
22	200	133	115	90	3,500	358	251	157
23	250	154	130	99	4,000	364	253	157
24	300	171	142	106	5,000	370	257	159
25	350	187	153	112	7,000	378	261	160
26	400	200	161	116	10,000	383	263	161
27	450	212	169	120	15,000	390	265	162
28	500	222	176	123	25,000	394	268	163
29	550	232	181	126	50,000	397	269	163
30	600	240	186	129	100,000	398	270	164
31	650	248	191	131	---	---	---	---

NOTES:

1. Here is an example of how to use this table. If sample course production is 500 and 95 percent is the desired confidence level, then 222 usable questionnaires are required. This figure is 85 percent of the questionnaires to be mailed out. The number of questionnaires to be mailed is computed as follows:

$$\frac{85\%}{100\%} = \frac{222}{X} = \frac{222 \times 100}{85} = 261 \text{ (number of questionnaires to mail)}$$

2. Sample size numbers represent required usable returned questionnaires. For evaluation of courses with 100 or fewer graduates during the sampling period, an 80 percent confidence level is required. For courses with 101 through 180 graduates, a 90 percent confidence level is required. For courses with 181 or more graduates, a 95 percent confidence level is required.

11.2.3. Sends information to higher headquarters on request.

11.2.4. Provides annual stan/eval trend analysis summary to the Policy and Technology Division (HQ AETC/TTP) by 20 February.

11.2.5. Conducts a quarterly trend analysis on GASs and forwards it to CFMs and training groups. See attachment 11 for organization or HQ USAF functional address symbols (FAS) of CFMs.

11.3. The AETC Computer Systems Squadron, Software Production (AETC CSSQ/SCB), provides data automation support for training quality assessment programs, including development and update of training quality assessment software and programming documentation.

11.4. Training groups:

11.4.1. Establish a quality assessment program to ensure all assigned courses provide quality training in a responsive and efficient manner.

11.4.2. Develop FEQs and FEQSs.

11.4.3. Ensure quality control of CSIP responses, FEQs, and FEQSs.

11.4.4. Approve FIs.

11.4.5. Encourage group personnel on TDY to solicit feedback on courses, when possible, and provide feedback to course personnel and evaluation divisions.

11.4.6. Provide requested information to HQ AETC/TT, 2 AF/DO, and MAJCOMs.

11.4.7. Distribute FEQSs to:

11.4.7.1. The CFM.

11.4.7.2. AF/DOR.

11.4.7.3. HQ AETC/TTR.

11.4.7.4. Applicable training groups, when prepared on a standardized course.

NOTE: Additional distribution will be determined by the group commander.

11.4.8. Implement followup procedures to ensure problems identified in FEQSs and CSIP are tracked and corrected. Within 30 days of publication of FEQSs, ensure feedback is provided via letter, phone, or video teleconference to the CFM.

11.4.9. Develop a locally produced handout on the graduate evaluation program.

11.4.10. Conduct a staff assistance visit of evaluation functions.

11.4.11. Conduct other research or evaluation programs for the improvement of graduate or training quality.

11.4.12. Annually by 20 January, provide 2 AF/DOR a stan/eval trend analysis report on a high density 3.5 disk in Microsoft Word® (2.0 or 6.0) with one hard copy.

NOTE: This report is exempt from the RCS requirements according to AFI 37-124 (formerly AFR 4-38).

12. Forms Prescribed. AETC Forms 1610 and 736.

JERRY A. WISEMAN, Colonel, USAF
Deputy Director of Technical Training

11 Attachments

1. Glossary of References, Abbreviations, and Acronyms
2. Sample Field Interview Guides (for Graduates and Supervisors)
3. Sample Customer Service Information Process Template
4. Sample Customer Service Information Line (CSIL) Message
5. Sample Customer Satisfaction Survey
6. Sample Graduate Assessment (GAS) Survey
7. Questionnaire Development
8. Sample Forwarding Memorandum
9. Sample Followup Memorandum
10. Format for Field Evaluation Questionnaire Summary
11. List of Air Force Specialty (AFS) Functional Managers

GLOSSARY OF REFERENCES, ABBREVIATIONS, AND ACRONYMS

Section A--References

USAFINTEL 201-1, The Security, Use, and HQ Dissemination of Sensitive Compartmented Information

AFPD 36-22, *Military Training*

AFI 36-2201, *Developing, Managing, and Conducting Training*

AFI 37-124, *The Information Collections and Reports Management Program; Controlling Internal, Public, and Interagency Air Force Information Collection*

Section B--Abbreviations and Acronyms

AFS	Air Force Specialty	FEQS	field evaluation questionnaire summary
AFSC	Air Force Specialty Code	FI	field interview
CDC	career development course	GAS	graduate assessment survey
CFM	career field manager	MAJCOM	major command
CSIL	customer service information line	OSR	occupational survey report
CSIP	customer service information process	QI	quality indicator
CTS	course training standard	RCS	reports control symbol
DSN	Defense Switching Network	SKT	specialty knowledge test
ECI	Extension Course Institute	SME	subject matter expert
EST	enlisted specialty training	STS	specialty training standard
FAS	functional address symbol	stan/eval	standardization/evaluation
FEQ	field evaluation questionnaire	TQAP	training quality assessment program
		U&TW	utilization and training workshop

SAMPLE FIELD INTERVIEW GUIDES (FOR GRADUATES AND SUPERVISORS)

(DO NOT REPRODUCE)

SAMPLE FIELD INTERVIEW GUIDE FOR GRADUATES:

PART A - BACKGROUND DATA

1. COURSE ATTENDED
2. GRADUATE'S GRADE AND NAME (Last, First, MI)
3. DATE
4. DATE GRADUATED FROM COURSE
5. DUTY AFSC
6. DUTY TITLE
7. ORGANIZATION
8. BASE
9. MAJCOM

PART B - FINDINGS

1. Did the course adequately prepare you to perform all of your present duties? (If NO, please explain.)

YES NO

2. Should more training be given in any particular area(s) of the course? (If YES, please explain.)

YES NO

3. Is any part of the training unnecessary? (If YES, please explain.)

YES NO

4. Do you have any specific recommendations for improving the course? (If YES, please explain.)

YES NO

5. Please rate how well you were trained overall to perform your job. (**NOTE:** Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

PART C - MISCELLANEOUS DATA

1. Other comments/recommendations regarding training.
2. Would you like a return phone call from our evaluation office?

YES NO Your DSN:

3. How was this interview conducted?

Personal interview Phone interview Third-Party interview Other

4. Could the interview have been conducted in a more efficient manner? (If YES, please explain.)

YES NO

NAME OF INTERVIEWER

SIGNATURE OF INTERVIEWER

(DO NOT REPRODUCE)

SAMPLE FIELD INTERVIEW GUIDE FOR SUPERVISORS:

PART A - BACKGROUND DATA

1. COURSE GRADUATE ATTENDED
2. GRADUATE'S GRADE AND NAME (Last, First, MI)
3. DATE
4. NAME OF SUPERVISOR
5. DUTY AFSC AND TITLE OF SUPERVISOR
6. LENGTH OF TIME SUPERVISING GRADUATE
7. ORGANIZATION
8. BASE
9. MAJCOM

PART B - FINDINGS (FOR SUPERVISOR OF ENLISTED COURSE GRADUATES ONLY)

1. Are you knowledgeable of the training requirements outlined in the training standard?

YES NO

2. Has the graduate performed assigned tasks to the proficiency levels specified for the skill level in the training standard? (If NO, identify applicable tasks below.)

YES NO

3. Has the graduate performed tasks other than those listed in the training standard? (If YES, list tasks below.)

YES NO

4. Does the job performance of the graduate indicate he or she might have received more training than necessary for particular tasks? (If YES, describe below.)

YES NO

5. Has it been necessary to conduct additional training because of apparent deficiencies in the course? (If YES, describe deficiencies below.)

YES NO

6. Is the graduate making satisfactory progress? (If NO, list problems below.)

YES NO

7. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES NO

8. Please rate the graduate's overall job performance, using the following rating scale. (**NOTE:** Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

9. Everything considered, are you satisfied with the attitude and motivation of this recent graduate? (If NO, explain below.)

YES NO

PART C - FINDINGS (FOR SUPERVISOR OF OFFICER COURSE GRADUATES ONLY)

1. Did the graduate experience any significant difficulty in performing his or her duties that you consider the result of inadequate training in the course? (If YES, please explain.)

YES NO

2. Please rate the graduate's overall job performance using the following rating scale. (Please explain a marginal or unsatisfactory rating.)

OUTSTANDING EXCELLENT SATISFACTORY MARGINAL UNSATISFACTORY

3. Do you have any suggestions that would improve this course? (If YES, explain below.)

YES NO

4. Did you have any specific expectations of the graduate's training? (Please be specific.) (If NO, skip to question 6.)

YES NO

5. If answer to question 4 is YES, were the expectations met? (If NO, explain below.)

YES NO

6. Would you recommend this course to others? (Please explain why or why not.)

YES NO

PART D - MISCELLANEOUS DATA (FOR ALL SUPERVISORS)

1. Other comments and recommendations regarding the training.

2. Would you like a return phone call from our evaluation office?

YES NO Your DSN:

3. How was this interview conducted?

Personal interview Phone interview Third-Party interview Other

4. Could the interview have been conducted in a more efficient manner? (If YES, please explain.)

YES NO

NAME OF INTERVIEWER

SIGNATURE OF INTERVIEWER

SAMPLE CUSTOMER SERVICE INFORMATION PROCESS TEMPLATE**(DO NOT REPRODUCE)**

Control No:

Received By: Date: Time:

Data Received Via: Phone Letter Fax Other

Requester's Name, Grade, and DSN:

Mailing Address

Graduate's Name and Grade:

Graduation Date:

Course Attended:

Course Title:

Training Standard Date:

Problem/Concern:

RESPONSE

Answered in Eval by: Date: Time:

Suspense Date: Received By: Date:

Who Responded? Section: Date: Time:

Responded By (Circle One): Phone Letter Fax Other

Nature of Response:

Copies Sent To: Stan/Eval MAJCOM CFM 2 AF/DOR Other

Remarks:

Customer Expressed Satisfaction ☐Customer Satisfaction Sent ☐

SAMPLE CUSTOMER SERVICE INFORMATION LINE (CSIL) MESSAGE

(Telephone Answering Machine Message)

Hello! You have reached the (base) technical training customer service information line. Please leave your name, grade, base, AFSC, phone number, and best time of day to reach you. The course evaluator will return your call and discuss your inquiry. Thank you for using our customer service information line.

SAMPLE CUSTOMER SATISFACTION SURVEY***(DO NOT REPRODUCE)***

XX Operation Group

Street Address

XXXX Air Force Base, State, ZIP Code

Customer Satisfaction Survey

.....FOLD BOTTOM TO THIS LINE FOR MAILING.....

Course Number:

Dear Supervisor/Graduate,

Thank you for using the AETC Feedback System! It is important to us that you are satisfied with our response to you. Please take a moment to read the following questions and circle the appropriate answers. Your reply will help us continuously improve our feedback process.

JOHN H. WEEDS, Colonel, USAF,
Commander

1. Did we answer your question? Y N
2. Do you consider our response timely? Y N
3. If you would like a call from an evaluator to discuss your question further, please provide:

Name/Grade:

Organization:

Phone Number:

Best day/time to call:

Comments:

MAILING LABEL

When completed, fold to the dotted line above, staple, and mail through the Department of Defense system.

SAMPLE GRADUATE ASSESSMENT SURVEY (GAS)

2 AF/CC
721 HANGAR RD STE 101
KEESLER AFB MS 39534-2804



GRADUATE ASSESSMENT SURVEY
(SUPERVISOR)

Supervisor/Trainer of Graduates,

Since you have supervised the graduate on the job, we believe you are one of the best judges of the effectiveness of our technical training programs. Please complete this survey and return it to your local Enlisted Specialty Training (EST) office. After processing your completed survey, your local EST office will mail it to 2 AF. We are committed to improving our programs to better serve you. Please enter your name, telephone number, and duty hours in the area provided; without them we cannot follow up if necessary. Thanks for your time.

John C. Griffith

JOHN C. GRIFFITH, Major General, USAF
Commander, Second Air Force

Graduate: «Name»
Grade: «Grade»



Unit: «Unit»
Base: «Installation»



Course: «CID»
Graduation: «GDATE»



Viewing the graduate as a whole person, please provide your assessment through the following questions:

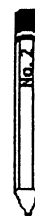
- | | Well Below Satisfactory | Below Satisfactory | Satisfactory | Above Satisfactory | Well Above Satisfactory |
|--|-------------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| 1. What is your assessment of the graduate's attitude and adherence to military standards? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. How would you best describe the graduate's capability to perform their job at the apprentice level? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. How would you best describe the graduate's ability to meet the job requirements in your workplace? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Supervisor/Trainer _____

Duty Hours _____ - _____ DSN _____ FAX _____

Comments: _____

Questions? Call Capt. Sitzman at DSN 597-1354 between 0700-1700 Central Standard Time or FAX DSN 597-1210.



QUESTIONNAIRE DEVELOPMENT

A7.1. Factors To Consider When Designing Questionnaires for the USAF Graduate Evaluation Program. When evaluators construct the field survey questionnaire, the following three major areas should be considered:

A7.1.1. Obtaining Data To Meet the Objectives of Field Evaluation. The objective of every evaluation project is to determine if graduates are adequately trained to perform the tasks taught in the course and required in the field. Word the questionnaire so it can be understood and answered with relative ease. Extensive background questions may also be used to permit meaningful analysis of data received. Behavioral statements and questions of observable performance should be used where possible instead of training level codes. "Yes/No" or "Go/No Go" questions are encouraged. When developing the initial FEQ, emphasis should be on surveying major training standard items or headings rather than on surveying individual training standard items. Individual items may be surveyed in the same or subsequent survey if there are indicators of a problem in a particular area.

A7.1.2. Providing Sufficient Instructions To Ensure Completion and Return of Questionnaires. State the purpose of the survey, authority under which it is conducted, suspense date for return, and to whom questions can be referred. Provide information on the importance of the survey and the mechanics of how to fill out the questionnaire.

A7.1.3. Designing Questionnaires for the AETC Graduate Evaluation Data System. Design questionnaires for use with a standardized computer analysis program. Format questions on the survey so answers can be recorded on a "scanable" computer analysis form, such as the AETC Form 1610. Written comments can also be obtained from the respondent by providing a remarks section on the survey.

A7.2. First Question on Both Questionnaires. If the questionnaire cannot be completed, this question will ask the respondent to indicate why. This question is

mandatory. He or she will pick an answer from the following choices:

- 0 - Works in another AFSC (explain on remarks sheet)
- 1 - Discharged
- 2 - Member does not meet standards of conduct
- 3 - No security clearance
- 4 - Transferred/reassigned
- 5 - Not assigned/assignment canceled
- 6 - Disqualified under Personnel Reliability Program
- 7 - Newly assigned supervisor/unable to rate grad
- 8 - Medically disqualified
- 9 - Other (explain on remarks sheet)

A7.3. Last Question on the Supervisor's Questionnaire. Include a question that asks the supervisor to rate the graduate's overall preparation for the job. For example, "Based on your responses to (items one through the last question relating to the STS/CTS), please provide an overall rating of how well course (list course name) prepared the graduate to perform assigned duties as an apprentice (enter job title). Use the following scale and mark the appropriate answer on item (enter the item #) on the answer sheet:

0 - Can perform assigned duties at the level expected of an apprentice (enter specialty).

1 - Performance capability is below the level expected of an apprentice (enter specialty)."

A7.4. Last Question on the Graduate's Questionnaire. Include a question that asks the graduate to rate the overall training provided. For example, "How well do you believe course (list specialty course) prepared you for your initial assignment?

0 - Course (list specialty course) prepared me for my initial assignment.

1 - Course (list specialty course) did not prepare me for my initial assignment."

SAMPLE FORWARDING MEMORANDUM

MEMORANDUM FOR _____ MSS/CC

(Date)

FROM: (Organization/FAS)
 (Address)
 (Base, State, ZIP)

SUBJECT: Evaluation of AETC Technical Training

1. We are conducting an evaluation of the course identified on the attached questionnaire. Data accumulated from the questionnaire are used to decide how well the course meets the field's needs and what changes are required in the course curriculum. This evaluation is being conducted under the authority of AFI 36-2201, *Developing, Managing, and Conducting Training*.
2. Please forward the attached questionnaire to the immediate supervisor of the graduate indicated. AFI 36-2201 requires the questionnaire be returned within 4 weeks of receipt or a reason be furnished as to why it cannot be completed. When the questionnaire has been completed, please send it to this office in the self-addressed envelope provided. DO NOT use registered mail to return the questionnaire.
3. Questions concerning this letter or completion of the attached questionnaire should be referred to (office symbol).
ATTN: _____, DSN _____. We appreciate your cooperation and assistance in our effort to improve training.

SIGNATURE ELEMENT

1 Attachment
Questionnaire w/Self-Addressed Envelope

SAMPLE FOLLOWUP MEMORANDUM

MEMORANDUM FOR _____MSS/CC

(Date)

FROM: (Organization/FAS)
(Address)
(Base, State, ZIP)

SUBJECT: Evaluation of AETC Technical Training Followup

1. We request your assistance in retrieving field evaluation questionnaires. A questionnaire was mailed to your activity more than 4 weeks ago for the graduate(s) from our school identified in the attachment. The questionnaire is a vital part of the evaluation process and its return is essential for the improvement of technical training. AFI 36-2201, *Developing, Managing, and Conducting Training*, requires all questionnaires be returned or reasons given if any cannot be completed.

2. Please advise us on the status of the questionnaire as soon as possible. We have attached a duplicate questionnaire for your use if the original is not available. Our project officer is _____, (office symbol) _____, DSN _____.

SIGNATURE ELEMENT

1 Attachment
Duplicate Questionnaire(s)

FIELD EVALUATION QUESTIONNAIRE SUMMARY

COURSE TITLE

COURSE NUMBER

Course Length:

Instructional Design:

Attrition Rate:

Percent of Course Length:

Number of Questionnaires Used:

Overall Rating of Training Provided:

Number of Tasks Failing to Meet 90% Adequacy Criterion:*

Number of Tasks Failing to Meet 50% Utilization Criterion:*

Summary of Findings:**

(Training Evaluation Chief's Signature)

Date

*Attach survey data on all tasks not meeting the 90% training adequacy criteria or the 50% training utilization criteria. Identify all repeat failures from previous FEQs.

**Consider all other applicable feedback data.

LIST OF AIR FORCE SPECIALTY (AFS) FUNCTIONAL MANAGERS**ENLISTED**

AFSC	Functional Managers	AFSC	Functional Managers	AFSC	Functional Managers
8F000	HQ USAF/DPXEP	2M0XX	HQ USAF/LGMW	3S2X1	HQ USAF/DPPE
1XXXX	HQ USAF/XOOTW	2AXXX	HQ USAF/LGMM	3P1XX	HQ USAF/SPO
1T0XX	HQ USAF/XOOT	2XXXX	HQ USAF/LGMW	3N0XX	SAF/PAR
1T1XX	HQ USAF/XOOT	2TXXX	HQ USAF/LGTX	3H0XX	HQ USAF/HO
1NXXX	HQ USAF/INRF	3CXXX	HQ USAF/SCXB	3P0XX	HQ USAF/SPO
3V0XX	HQ USAF/SCMV	3EXXX	HQ AFCESA/DMG	7S0XX	HQ AFOSI/DPM
3V1XX	HQ UAF/INRF	3EXXX	HQ AFCESA/DMG	3NXXX	SAF/CB
1S0XX	HQ USAF/SEC	3E4XX	HQ AFCESA/DMG	5J0XX	HQ USAF/JAAE
3E9XX	AFCESA/DMG	3E7XX	HQ AFCESA/DMG	5R0XX	HQ USAF/HC
1W0XX	HQ USAF/XOWR	2TXXX	HQ USAF/LGT	4XXXX	HQ USAF/SG
1C0XX	AFFSA	3K0XX	HQ DCA/DPT	9E000	AF/PEO
1C0X2	HQ USAF/XOOT	2F0XX	HQ USAF/LGYSF	2EXXX	HQ USAF/LGMM
1C1XX	AFFSA	2S0XX	HQ USAF/LGSS	2PXXX	HQ USAF/LGMM
1C131	AFFSA	6C0XX	SAF/AQCO	2R000	HQ USAF/LGMM
1C3XX	HQ USAF/XOOO	2G0XX	HQ USAF/LGXX	2EXXX	HQ USAF/LGMM
1C4XX	HQ USAF/XOOF	6FXXX	SAF/FMPC	3S0XX	HQ USAF/DPPE
1C5XX	HQ USAF/XOOI	3A0XX	SAF/AAI	3U0XX	HQ USAF/MOR
1C6XX	HQ USAF/XOOX	3R0XX	SAF/AAIA	3S1XX	HQ USAF/DPPE
				312XX	HQ USAF/DPPE

OFFICERS

AFSC	Functional Managers	AFSC	Functional Managers	AFSC	Functional Managers
16P4/3/1	HQ USAF/XOXP	15WX	HQ USAF/XOWR	65A4	HQ SAF/FMPC
11XX	HQ USAF/XOOT	61SX	SAF/PEO	37AX	SAF/AAIX
11XX	HQ USAF/XOOT	63AX	SAF/PEO	36PX	HQ USAF/DPXC
11XX	HQ USAF/XOOT	28XX	SAF/AQCX	38MX	HQ USAF/MOR
11XX	HQ USAF/XOOT	22SX	HQ USAF/XOFS	36PX	HQ SAF/PAR
11XX	HQ USAF/XOOT	21AX	HQ USAF/LGMW	36C3/1	AFMPC/DPM
12XX	HQ USAF/XOOT	33SX	HQ USAF/SCXB	35PX	SAF/PAR
13BX/X	HQ USAF/XOFI	32EX	HQ USAF/CEOR	14N3X	HQ USAF/INFR
13B3H/1H	HQ USAF/XOFI	24TX	HQ USAF/LGTT	31PX	HQ USAF/SP
13BX	HQ USAF/XOFI	23SX	HQ USAF/LGSS	71SX	HQ SAF/IGX
13SX	HQ USAF/XOFS	6XXX	SAF/AQC	51JX	HQ USAF/JAAE
13BX	HQ USAF/XOFI	25LX	HQ USAF/LGXX	52RX	HQ USAF/HCP
13XXX	HQ USAF/XOFI	65XX	HQ SAF/FMPC	4XXX	HQ USAF/SGN
33VX/1	HQ USAF/SCMV	65A3/1	HQ SAF/FMPC		